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ABSTRACT

Tenure and promotion narratives are opportunities for scholars to weave a tapestry of understanding of their own scholarly pursuits. The quality of such narratives may be considered a reflection of the care scholars take to communicate scholarship. Although they can be an intentional act of scholarship, tenure and promotion essays are rarely available to a wider audience, especially other tenure-track faculty. The purpose of this monograph is to assemble six essays, by a single faculty member, that compose a tenure and promotion narrative. The six essays are titled: (1) "Preface"; (2) "Introduction"; (3) "Teaching/Learning"; (4) "Research/Discovery"; (5) "Service/Outreach"; and (6) "Conclusion." Each essay incorporates a unique framework based on recommendations from current professional literature. The preface discusses the three "C's" of tenure: cognition, collegiality, and courageous leadership. The introduction then justifies the scholar's body of scholarship. The teaching/learning essay departs from an ideal job announcement to discuss pedagogy, while the research and discovery essay is based on a list of questions to illuminate the scholar's work. The professional service/outreach essay highlights an important aspect of scholarly work, and the conclusion focuses on the scholarship of integration. Together, these essays document a paradigm of scholarship. Each essay contains references. (SLD)

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Abstract

Tenure and promotion narratives are an opportunity of scholars to weaver a tapestry of understanding of their own scholarly pursuits. The quality of the narratives may be considered a reflection of the care scholars take to communicate scholarship. These narratives represent an opportunity for scholars to highlight their abilities to communicate scholarship to a diverse and most important audience--tenure and promotion committees and key administrators--who will impact tenure-track scholar's immediate future in higher education. Though, they can be an intentional act of scholarship, tenure and promotion essays are rarely available to a wider audience, especially to other tenure-track faculty. Therefore, the purpose of this monograph is to present 6 essays that compose a tenure and promotion narrative. The essays are entitled: preface, introduction, teaching/learning, research/discovery, service/outreach, and conclusion. Each major essay incorporates a unique framework based on recommendations from current professional literature. The preface discusses the 3 C's of tenure: cognition, collegiality, and leadership. In addition to summarizing the scholar's productivity, the introduction justifies the scholar's body of scholarship in relationship to the mission and values of the accrediting bodies of the academic unit, university, college, and department. The format of the teaching/learning essay is based on an ideal job announcement for a new faculty member providing objectives for a pedagogical colloquium, while the research/discovery essay is based on a proposed list of questions to illuminate the nature of a scholar's work. The format of the professional service/outreach essay is based on a recent publication on professional service. Finally, since integration is rarely included with the other scholarships of teaching, research, and service, the conclusion highlights the scholarship of integration. In addition, these essays document implement of the paradigm of scholarship articulated by Rice and Boyer. Written for graduate

students, tenure-track faculty, and higher education administration and management participating in tenure and promotion decisions, the monograph weavers a tapestry of understanding about documenting the tenure and promotion process.

Dedication

I dedicate this work to Dean Patricia Knaub of Oklahoma State University's College of Human Environmental Sciences, whose leadership made it possible for me to attend a lecture by Dr. Ernest L. Boyer while a graduate student Oklahoma State University. Though, I attended the lecture and read *Scholarship Reconsidered* only because I thought questions from them would appear on my comprehensive exam, Dr. Boyer's words were empowering. His work affirmed my desired to conducted integrative scholarship, which I had been pursuing though out my academic and professional career. Affirmation of work and its value to society is critical to support paradigm shifts. The pursuit of the 'New American Scholarship', to reference Dr. Eugene Rice, is especially possible when courageous leaders, like Dean Patricia Knaub, are willing to help new scholars consider the possibilities, opportunities, implementations, and solutions that are promoted by new ways of experiencing the life of the mind.

Preface:

The Three "C's" of the Voice of Tenure

I have gotten to know "Tenure." Palmer (1) admonishes academicians to get to know our subject even as our subject is getting to know us, to personify our subject and to listen to our subject's voice. My conclusion about tenure is that it is a valid process that offers self-enlightenment. Discovering the nature of tenure is the ultimate journey of tenure from the vantage point of a tenure-track assistant professor. The nature of tenure is revealed though focusing on cognitive processing, collegiality, and courage. Readers should not infer from the subdivision of this narrative that the three C's of tenure are mutually exclusive activities; instead, these processes are inclusively dynamic. Academicians must be attentive, intelligent, and judicious during tenure in order to experience its potential and their own.

Cognitive Processing

The nature of the probationary phase is experiential. Its philosophical roots lay in the revelation of the cognitive process (2) of which research, tenure, and the scholarships of teaching, integration, and service are all prototypes. (The cognitive process has been described as experience leading to insight/concept leading to reflection/judgment (2).) The efforts of scholarship are aborted if the scholar fails to come to terms with being "attentive", "intelligent", "judicious" (2), all required during the probationary period. The life of an academician in the probationary phase of the tenure process is demanding and stressful, promoting illness and damaging relationships, impacting affections, and reducing attention to other aspects of life. Thus, we experience a demanding construct of the quest for the life of the mind. If the first phase

is successful, we may have time to consider the balance of our lives that may usher in the transitional phase.

Collegiality

The transitional phase begins when the young scholar asserts that "I am a scholar and I have the documentation to prove it." The vote of the tenure-track academician does count, but only as one vote, but a critical one because it initiates the bid process. Of course the tenure process is full of votes. Tempered by the conclusions about the tenure-track professor's accomplishments drawn from relationships between academicians and the community of academicians, a consensus about whether tenure will be granted or not is forged. The forging of consensus is one of the great mysteries of the tenure process. "So, why can't you tell me how many . .. . I need?"; because the consensus process is a prototype of what Palmer calls "troth."[1] In *The Courage to Teach* (3), Palmer says that "To teach is to create a space in which the community of truth is practiced." Troth and truth share that same Germanic root word (2), but there appears to be a difference between troth and truth. In the context of tenure, the difference between troth and truth appears to be the context. Truth is absolute—free of context. Troth is intimate with context. So each tenure decision should be forged within the context of the tenure-track scholar.

For collegiality, like troth, relationship and community are required. That is, to forge the best practices for departments, professors must vigorously dialogue with one another. The critical frameworks of these dialogues are the matured capacity to implement believing -- integrating understanding with strenuous efforts to understand-- and mature doubting-- vigorous

[1] "The English word "truth" comes from a Germanic root that also give rise to our work "troth," as in the ancient vow "I pledge thee my troth." With this word one person enters a covenant with another, a pledge to engage in a mutually accountable and transforming relationship, a relationship forged of trust and faith in the face of unknowable risks."

questions even to the point of questioning ones own assertions (4). Collegiality is difficult work and required by the life of the mind.

Courage

Palmer also encourages faculty to have courage. Courage is a key component of a successful tenure process. Courage is needed to embrace all the phases of cognitive process, especially reflection upon the quality of our work and scholarship. Courage is needed to dialog truthfully with colleagues in tactful manners. Courage is needed to face the outcome of a tenure bid. And courage is needed to face the future. The tenure process and bid have a 2 by 2 square design of outcomes: successful tenure process and bid; failed tenure process and bid; failed tenure process and successful bid, successful process and failed bid. Of course the two former circumstances are probably ideal, but the latter two represent a systems failure. Courage is required to imagine the reality of a successful or a failed tenure bid.

Courage is also needed for scholars to explore the possibility of vocation. A job pays the bills but a vocation is what we should spend our lives doing. Gloria Watkins (5) (pen name bell hooks) also notes that because many faculty failed to become self-actualized, many of our classrooms are filled with dis-empowered instructors. So there is also the question of self-actualization. Will the scholar choose authentic questions or just original ones?

Conclusions

Tenure is equal opportunity. More professions could explore the implementation of a tenure process. Loss of employment as a result of a failed tenure bid is not an integral component of tenure, not even in higher education. For tenure seeks to enlighten the lives of all who dare to

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(Palmer, p. 31).

explore its grandeur. Tenure addresses both those who achieve it and those who do not. The real question for the post-tenure phase for those who achieve tenure is will they employ their "better angels." The tenure process is empowering. But, "power corrupts". Thus, professors must manage a difficult balancing act within a complicated decision making process.

Tenure seeks to deepen those seeking an intellectual life. It seeks to better prepare us, not just to serve the academy, but for a life of service. Tenure calls us to examine our lives. It calls us to strip our lives to the core, and to find the meaning without the regalia. Only then are we better qualified to *profess*--to speak the truth—(1) in life after tenure wherever we may go.

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Introduction: An Invitation to Scholarship

Design of Tenure and Promotion Narrative

The tenure and promotion narrative has, in addition to this introduction and summary, 3 reflective essays discussing teaching/instruction/learning, research/discovery, professional service/outreach/community service as well as other relevant topics, and a concluding statement that discusses the scholarship of integration. Each essay has a relevant and innovative format informed by current literature. First, the format of the teaching essay is based on an ideal job announcement for a new faculty member providing objectives for a pedagogical colloquium (1). Second, the format of the research/discovery essay is based on a proposed list of questions to illuminate the nature of a scholar's work (2). Finally, the format of the professional service/outreach/community service essay is based on a recent publication on professional service (3). The purpose of the reflective narrative is to weave for the readers a tapestry of understanding of my scholarship. With a concern for topics that transcend the other essays, this introduction/summary provides an overview of my activities, mission and values, scholarship philosophy, and articulates my professorship through the knowledge work metaphor. Though each essay has a compatible list of references, the figures and tables are numbered consecutively.

Summary of Activities

Based on Productivity. I accomplish scholarship by implementing the objective to conduct consumer-based product development and evaluation. Therefore, I focus on determining the needs of groups and individuals (4-11) and meeting their needs through carefully designed scholarly projects (12-32). Thus, my productivity record includes articles published or accepted (includes with revisions) for publication in peer-reviewed professional publications; proposals submitted to external funding agencies; several funded proposals, both internal and external; thousands of dollars awarded for grants and contract work; numerous papers presented at

professional meetings, including invited presentations. I am first author on many articles as well as the sole author on several articles. I have manuscripts accepted by national and international peer-reviewed journals. My overall manuscript acceptance rate is 88%. Excluding the grants written during the first year of my appointment, I have an 80% funding rate of grants. In addition, I am the principal investigator on several grants. The mode of my annual evaluation ratings is very good performance. Thus, through these activities I have met the contractual conditions to publish in peer-reviewed publications and to pursue external funding.

Based on Research Objective. My research objective is expressed through foods-related projects that focus on food safety, nutrition security, food security, and undergraduate service scholarship that encompasses undergraduate research pedagogy. All scholarly projects earned funding, achieved professional documentation, and are relevant. Addressing the health care community's concerns with medical errors, the *food safety project* was conducted with college of engineering faculty and health care administration of two local nursing homes in order to evaluate, using quality tools, fluid viscosity and to develop paraprofessional employee training materials (12-17). The *nutrition security project*, Meeting the Calcium Needs of Americans (MCNA), is research that investigates perceptions of milk and calcium-rich foods in order to develop and assess educational materials and, if needed, culturally appropriate calcium supplemented food products to better serve those at risk of bone diseases (7-10). The *food security project* is research developing and evaluating food products to maximize the use of specific food resources of The (Memphis) Food Bank at risk of being underutilized (18-23). Through the *Undergraduate Service Scholarship* (USS) program an undergraduate research pedagogy is implemented. Research Across the Curriculum (RAC) (24-30) spans several courses serving food systems, dietetics, and hospitality students; plus the program has included undergraduate engineering students (13). In addition to multidisciplinary work, USS blends

community-based research, problem-based learning (PBL), service-learning (SL) (18), scholarship of integration (12), and institutional research (32).

Based on Teaching/Learning. The quality of instruction in undergraduate foods courses contributed to the upward trends of CSED student scores on professional exams. In addition, the teaching effectiveness scores ranged from 81.9% to 100% in terms of strongly agree to agree rating as reported by students during Spring 2002, which was the semester that I carried the greatest number of credit hours.

Mission and Values of Scholarship

The University of Memphis and Professional Disciplines. My scholarship documents a commitment to the mission and values of The University of Memphis (italicized words are quote respective mission statements) and of the family and consumer sciences and dietetics professions. *As a* member of the faculty at a *research university,* I *develop* new knowledge related to those at-risk of bone diseases; *integrate* multidisciplinary perspectives on food viscosity, *disseminate* information on appropriately preparing thickened fluids, *and appl[y] knowledge* to help address community food security problems. I *fulfill* my obligations to *outreach through. . . contributions to* The (Memphis) Food Bank as its food product development arm, and to Mid-South Section of the Institute of Food Technology as past-chair and current secretary, and by directing the American Association of Family and Consumer Sciences (AAFCS) Theses and Dissertation project (33-36).

Similar to the types of scholarship valued by The University of Memphis, AAFCS values the scholarships of research/discovery, integration of ideas, application of knowledge, and transformation of knowledge through teaching (37). These scholarship theories are similar to the Boyer scholarship model, and my professional writings encompass all 4 scholarship types of the

model (38). In addition, I show a commitment to The American Dietetic Association's (ADA) values for "promotion of optimal nutrition" by "adapting new methodologies to improve educational effectiveness" through implementing service scholarship (39) that blends problem-based learning (PBL), service-learning (SL), community-based research (CBR), action research, and undergraduate research (UGR) into required dietetics courses. I implement the ADA values of *collaboration* through team projects and of *action* through embracing the critical thinking process of "believing" (40) to promote change in our community through SL and CBR.

The College of Education (COE). My work also reflects the mission and values of the College of Education. The first bulletin of the newly formed West Tennessee State Normal School was published in 1912 and discusses the disciplines of education, domestic sciences, and agriculture (41). My tenure-track appointment continues this tradition for I prepare educational leaders in the profession of family and consumer sciences specializing in foods and nutrition. In addition, I work to support the 11 learning objectives (42) of COE through PBL and SL instructional strategies (14, 25, 31) and the Research Across the Curriculum (RAC) program (29); plus, projects requiring team work, and moderating classroom-based focus group discussions to develop reflective practitioner skills, and requiring knowledge of several types of software.

The Department of Consumer Science and Education (CSED). My work also reflects the vision, mission and values of the Consumer Science and Education Department (CSED). The uniqueness of my scholarship is due to the strengthens of CSED, which are teaching and service in an emerging undergraduate research context. Therefore, I maximize my opportunities by combining research with undergraduate education and research with service along with the traditional approaches to scholarship. Through my pedagogical values, RE-CIPE (relationship,

community, individual voice, personal experiences, and empowerment) (29, 30), I seek to *empower* students to *manage the challenges of living and working in a diverse, technological, and global society.* Through my work in the classroom I seek to *develop the knowledge and skills to promote leadership, citizenship, and ethical behavior needed for successful career development* through relevant course materials coupled with PBL, SL, CBR, and UGR innovative pedagogical value. Thus, I *provide innovative learning experiences* which *promote the urban education* context *to emphasize the use of critical thinking/problem solving while* applying the process of continuous process improve to the curriculum. In short, to paraphrase a section of the university mission statement, I have *responded to the challenging responsibility of being located in a culturally diverse region by developing a unique blend of teaching, research, and service that contributes* to the *Mid-South* community.

Philosophy of Scholarship

I apply a scholarship philosophy that transcends research/discovery, teaching/instruction/learning, professional service/outreach/community service, and integration. The following is the list of assumptions I employ:

- Scholarship is advanced learning leading to life-long learning.
- Scholarships (research/discovery, teaching, service/outreach, and integration) are prototypes of the cognitive process of experience, insight/concept, reflection/judgment.
- The objective of higher education is to promote critical thinking.
- Critical thinking is effectively promoted through the human development framework.
- Relationship and community are necessary for seeking best practices
- Personal experience and individual voice make up epistemologies.
- Empowerment is an important outcome of scholarship.

- Contexts and holograms are integral to scholarship.
- The invisible (i.e., metaphors, paradoxes, stories) is manifested during scholarship.
- Paradoxes can break open the learning leading to confrontation with the different.
- Values, integrity, and virtue can help construct a safe setting for scholarship.
- Critical thinking frameworks are important tools of scholarship.
- Curriculum creation is an evolutionary process that encompasses values, student learning styles, ages, developmental stages and ways of knowing; learning objectives and assessment, and instructional methods/strategies/techniques, policies/procedures and context.
- I-you encounters yield response.

Application of Knowledge Work Metaphor

While my philosophy articulates my assumptions about scholarship, the application of a metaphor helps to paint the landscape of my vision of the professorate. A robust metaphor for this purpose is the knowledge work metaphor (as articulate by Whitford and Hovda) (43).[1] The knowledge work metaphor combines elements of the factory, hospital, family, log, and war zone metaphors. Like the *factory* metaphor, academic life requires psychomotor involvement (i.e., foods laboratories) in work; however, in contrast with the factory metaphor, the academic "work place" supports and encourages scholarship and the life of the mind. Similar to the *hospital* metaphor, professors are required to master and continuously improve on a body of knowledge. Thus, in addition to academic scholarship, practitioner scholarship may be generated by health care professionals and professors. The *family* metaphor as applied to the professorate stresses the importance of nurturing relationships (i.e., collaboration and collegiality) and community,

including moral and ethical practices, to support the construction of best practices for and within the contexts being served. The *log* metaphor highlights the power the academy has to promote the development of cognition and critical thinking through ways of knowing (i.e., individual voice and personal experiences), and the production of scholarship. Finally, the *war zone* metaphor acknowledges that courage is required to engage in good conflict. The knowledge work metaphor captures my pedagogical values I articulate as Re-CIPE (relationship, community, individual voice, personal experience, and empowerment) through the Undergraduate Service Scholarship (USS) program and my three C's of tenure (cognition, collegiality, and courage) into one framework. These metaphors, especially the factory, hospital, family, and war zone metaphors contain elements of the survivor metaphor for the recipients of higher educational efforts—the students.

Purpose of Dossier

My productivity track record, articulation of mission and values, scholarship philosophy, and understanding of the work of the professorate all reflect my desire to have a positive tenure and promotion process, but more importantly, they reflect my desire to be a productive and intellectual, cognitively advanced adult and scholar. This is the reason I accepted an academic appointment at The University of Memphis and the reason why I would like to continue my scholarship here at The University of Memphis.

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[1] Dr. Hovda was appointed Dean of the College of Education at The University of Memphis during Summer 2002.

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A Pedagogical Colloquium[1]

> We seek a new faculty member who is good at research and teaching... Candidates who are invited to campus will be asked to offer two colloquia. In one colloquium, they will describe their current research --the usual research colloquium. In the second, which we'll call the pedagogical colloquium, they will address the pedagogy of the discipline. They will do so by expounding on the design of a [series of courses], showing systematically how this [series of courses] is an act of scholarship in the discipline, and explaining how the [series of courses] represents the central issues in the discipline and how in its pedagogy it affords student[s] the opportunity to engage in the intellectual and moral work of the discipline (1).

In the following reflective narrative on my pedagogy, I synthesize the aims of the above advertisement for a professor. In addition, I discuss other relevant topics in a section entitled "The Rest of the Story". Therefore, this essay addressed the central issues of family and consumer sciences, the Research Across the Curriculum (RAC) program in the context of Undergraduate Service Scholarship (USS) as acts of teaching and professional service scholarship, and involving students in the intellectual and moral work of the family and consumer sciences (FCS). In the section entitled "The Rest of the Story," I address student achievement, student services, and teaching evaluations. (The original dossier included samples of course materials provided in a notebook to support this discussion.)

Central Issues of Family and Consumer Sciences (FCS). The major accrediting body for the Department of Consumer Science and Education is the American Association of Family and Consumer Sciences (AAFCS). In a recent publication AAFCS leaders and scholars delineated the "issues...central to the work of Family and Consumer Sciences (FCS)" (2). As a food technologist and registered dietitian with a bachelor's degree in hotel and restaurant

[1] The University of Memphis was established in 1912 as a normal college with domestic sciences. Thus academic predecessors for both the College of Education and the Department of Consumer Sciences and Education have existed since the establishment of the institution.

administration, my FCS identified specialization is "food, for basic nutrition and health, and future scientific developments in the creation of food." Issues central to FCS that I incorporate into my pedagogical activities include: "basic human needs" in the form of addressing food/nutrition safety and security needs through education material and courses that incorporate service learning, community-based research projects, and critical thinking, specifically, concept development and data interpretation (3-5). In short, the central issues of the discipline serve as the foundation upon which I construct scholarly teaching and teaching scholarship.

An Act of Teaching Scholarship: Research Across the Curriculum (RAC). The undergraduate research program, Research Across the Curriculum (RAC), started in CSED 4802 Experimental Foods with dietetics students conducting discipline-valued research, and gradually extended to CSED 2302 Principles of Food Preparation with students serving as research subjects with Institutional Review Board (IRB) approval, CSED 3502 Advanced Foods/Foods Systems with students participating in service learning/problem-based learning in preparation to conduct research (6), and now to CSED 4332 Purchasing and Financial Management with foods systems majors conducting institutional (7) research and even to engineering course where UGR helps explore multi-disciplinary questions (8). Figure 1 provides an outline the courses I instruct along with the educational objectives and research activities for each course. At the heart of the program is the belief that when undergraduate students are taught and engage in learning, nurtured and their individual voices developed, they will achieve. The program's undergraduate research activities are valued by American Association of Family and Consumer Sciences (4,6) and the American Dietetic Association through the publications of manuscripts (5) and by the Memphis Area Nutrition Council a grant award. As RAC expanded, I developed the Smith

Model for Undergraduate Service Scholarship that is further discussed in the professional service/community outreach narrative.

Re-CIPE, the pedagogical values, complement the good instructional practices. RAC is also an expression of teaching scholarship because it meets Diamond's (15) 6 criteria of scholarship. That is, RAC requires a "high level of discipline-related expertise." Efforts to adapt RAC into dietetics education "breaks new ground [and] are innovative" according to the comments of peer-reviewers. In addition, the manuscripts published or accepted for publication "elaborated" and "documented" RAC, all of which has been "peer-reviewed." The "significance or impact" of the work is exemplified by, in addition to publications, an accommodation for the undergraduate research program received during the American Association of Family and Consumer Sciences recent accreditation site visit. In addition, judged against based Chickering and Gamson (16) work, RAC represents good practices in undergraduate education (see Table 1).

Involving students in the intellectual and moral work of FCS. In the professional interest article entitled, "*Integrating concepts from subjects area specialization--Reaffirmation and impact of the 'Body of Knowledge' for Family and Consumer Sciences*" Dean Emeritus Beverly J. Crabtree indicates that the values of FCS include relationships, communities, and empowerment (17). Crabtree goes on to state that "The Family and Consumer Sciences profession has compiled an excellent record in community involvement and service" which is the moral work of the discipline. "Our profession focuses on "empowering individuals, strengthening families, and enabling communities. . .No other profession has this synergistic, integrative focus on individuals, families, consumers, and communities." Crabtree states that "Integrating ideas and connecting thought to action just does not happen. As a profession it is imperative that we

provide appropriate educational experiences . . . to develop the integrative, synergistic focus." To help the students integrate ideas and connect thought to action, I incorporate service learning with a problem-base learning instructional strategy and community-based research projects into the curriculum. These projects develop the students' critical thinking skills while addressing community needs (4) and enacting the values of relationship, community, individual voice, personal experience and empowerment (Re-CIPE) (5, 13), they contribute to the intellectual work of the profession.

The Rest of the Story

Opportunities for Student Achievement. Both the students and I have had opportunities for scholarship generated because of RAC. Through RAC, CSED student participate in Student Research symposium at a rate of 2-4 projects per year. At the 2001 University of Memphis Student Research Forum, CSED students disproportionately represented 21% of the 14 undergraduate research presentations. In addition, students in CSED 4802 participate in the Honor's Program Works-in-Progress symposium. This is the first time CSED students present proposals for discipline-value research projects to faculty from across the campus. In addition, many students choose to include their CSED 3502 service-learning project report or their in-service research report into their professional portfolio complied for CSED 4102, a capstone course. Plus, undergraduate students are co-authors on manuscripts (12, 18, 19).

Course-Based Student Services. I offer various types of services to my students in addition to the RAC and USS. I introduced the National Restaurant Association's (NRA) ServSafe food sanitation certification course into the existing CSED 4702, the food production internship. A recent graduate of the program informed me that ServSafe certification helped him

secure a position as a food production manager. In addition, in CSED 4332, Purchasing/Financial Management, I implement adult learning or andragogy because the typical student is a transitioning or established adult learner. Moreover, I am developing skills to offer another service to students. In order to offer the service of informally assessing the cognitive development of students in relation to academics, I am conducting a syntopical reading of student services literature in relation to student cognitive development. With these efforts, my goal is to position my pedagogy at the transitional place between two development positions. To develop my assessment skills, I am reflecting on the works of Perry (20), Belenky et al (21), Baxter Magolda (22), Kegan (23), and King and Kitchen (24) and others who provide insight in to adult development and learning styles (25). This assessment skill is recommended for student services professionals; however, cognitive assessment skills will help me better respond to students and to structure of curriculum. To support these efforts, I request my students complete weekly critical incidence reports (26) so that I can reflect on how they perceived the classroom activities and projects.

Teaching Evaluations: Student Evaluation Scores and Professional Exam Scores. A recent report (27) from the Faculty Senate on Student Instructional Rating System (SIRS)[2] scores highlights that we should focus on the discrete value of the student evaluation scores. Therefore, in the table [not shown] that summarizes the SIRS evaluations, I added a column that states the percentage of students who indicated a 1 (strongly agree) or 2 (agree) on the evaluative items. In addition, in the text, *Serving on Promotion and Tenure Committees,* the author recommends that teaching evaluations address the following characteristics: student learning outcomes, approaches to teaching, assessment and grading; teacher attitude, knowledge, and enthusiasm;

communication, and subject matter and course organization (Diamond (28) citing Centra and Froh (29)). Indicators of teacher communication, attitude, and enthusiasm are the student evaluations of *instructor involvement* (items 1-4), *student interest* (items 5-8), and *instructor interactions* (items 9-12) which are similar to the departmental and college means. (It should be noted here that the Faculty Senate Report on SIRS discourages "the current practice of comparing individual faculty to departmental, college, and university averages [in lieu of a] move to a standards-based approach."). One of the best indexes of *student learning outcomes* is how well CSED dietetics students do on the dietetics registration exams (see Section 6 with the SIRS evaluations charts) [not shown]. [The original document included a discussion of the teaching evaluation scores which is not shown.]

Summary

Teaching can be an act of scholarship that can be documented through discipline-valued criteria. Research Across the Curriculum (RAC) is teaching scholarship that is documented in major professional journals of the American Dietetic Association and the American Association of Family and Consumer Sciences. Through RAC and service scholarship I involve student in the moral and intellectual work of their disciplines.

Afterthought

Once the tenure and promotion dossier is submit ed, colleagues usually comment that there is nothing that can be done now save to wait for the votes of be cast and tallied. However, the release of tension that accompanies the submission of the tenure and promotion packet afforded time to consider what do I do now? I decided that since I would be in college teaching for the

[2] The Student Instructional Rating System (SIRS) is a 32 item student teaching assessment questionnaire that asks students to rate the faculty's teaching performance on a 5-point hedonic scale that ranges from 1=strongly agree to 5=strongly disagree. The mid-point 3=neither agree or disagree.

next two years, even if I did not achieve tenure and promotion, I would allow myself to attend a class. The course I selected was "College Teaching (30)." In terms of tenure and promoting, attending this course sent a message to some faculty members that I was serious about continuously improving my teaching. The course has a particularly excellent reputation owning to the professor of record, thus faculty inquired about the nature of the course content. What I especially appreciated about the course is the thorough learning experience the professor constructed presenting Kolb's learning theory (25). As a result, I immediately began to incorporate Kolb's emphasis on concrete experience, reflective observation, abstraction conceptualization, and active experimentation into numerous learning opportunities that I experience daily. In terms of my teaching, embracing a learning theory not only helps me while I am constructing learning experiences for students but also helps me to critically reflect on the outcomes of the class periods while considering how to make improvements. Thus, embracing a learning theory is strengthening my construct of continuous quality assurance in the college courses.

***Independent Studies Course:* Research**

Publishing
Grant Writing
Institutional Review Board Application
↑

Experimental Foods/Purchasing & Financial Management

Evaluating, Interpreting, and Applying Research Outcomes
Statistical Analysis
Statistics

Proposal Development
Measurement Tools
Research Techniques
Literature Search Skills
↑

Advanced Foods/Food Systems

Research for Specific Applications
Developing Abstracts
Reporting Research Outcomes
Evaluating, Interpreting, and Applying Research Outcomes
Instrument Development
Research Methodology
Research Types
↑

Principles of Food Preparation

Experience as Research Subject
Research Techniques
Library Skills

FIG 1. Continuous integration of research skills incorporated into core foods courses and an independent studies course. (5)

Table 1. Comparison of Re-CIPE (5) and Principles of Good Practice in Undergraduate Education (16)

Values of Re-CIPE	Principles of Good Practice	Re-CIPE and Good Principles
RE: Reforming of the student-professor relationship.	P#1: Encourage Student-Faculty Contact.	P#1: Striving to embrace the students as an adult learner & eventually a valued peer.
C: Building Community.	P#2: Encourage Cooperation Among Students	P#2: Building team work skills.
	P#3: Encourage Active Learning	P#3: Community-based service-learning & research projects; & ethical treatment of human subject training.
I: Acknowledging the individual voice as a way of knowing.	P#4: Give Prompt Feedback	P#4: Seeking dialogue with & among students.
		P#1: Use of student epistemological models.
P: Respecting the diversity of personal experiences.	P#5: Emphasizes Time On Task	P#5: Re-CIPE is implemented in a curriculum that emphasis student involvement and experiential learning
	P#7: Respects Diverse Talents and Ways of Learning	P#7: Valuing the student's experiences as discipline-valued learning experiences.
E: Empowering student & professor.	P#6: Communicates High Expectations.	P#6: Enacting the student involvement theory & encouraging student participation in discipline-valued dialogues

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Research and Scholarship

[Faculty] research should inform their teaching and should lead to answering questions that matter in our society, whether for the business world or for society in general (1).
Dr. Shirley Raines, President of The University of Memphis

Introduction

The purpose of scholarship is to seek understanding through the life of the mind and critical thinking while seeking answers to "questions that matter". The theoretical frameworks employed in this body of work include: the cognitive process as articulated by Lonergan (2); the critical thinking structures of believing and doubting (3); the process of troth through relationships and community (4); and the process of knowing through individual voice and personal experience (4); and the new scholarship paradigm of Boyer and Rice (discovery/research, application, teaching, and integration) (5, 6) based on the experimental learning theory of Kolb (7). The outcome sought for research and scholarship is to empower individuals and groups of individuals toward good and productive relationships. In this section of the tenure and promotion narrative discusses the criteria of scholarship, and summarizes scholarly activities using a series of statements proposed by Lynton (8).

Meeting the Standards of Scholarship. To be considered scholarship, academic work should meet a scholarly standard. Diamond (9) outlined 6 characteristics of scholarship as "discipline-related", "innovative", "replicated or elaborated", "documented", "peer-reviewed", and "impact on the community or discipline". Tables 1 and 2 summarize the research projects in terms of the new scholarship paradigm and a cognitive process framework, respectively. All of the research/discovery projects are *discipline-valued* for they have been presented at or published by leading national organizations that are concerned with consumer sciences and/or

education. The projects are *innovative* concerning the questions addressed, the conceptual framework, or the methodology implemented. The scholarly projects are *elaborated* through peer-reviewed presentations and submissions to *peer-reviewed* publications. The scholarship also impacts the urban/metropolitan community and professional disciplines by implementing multidisciplinary approaches to consumer- and community-based problems, using action research to investigate critical pedagogy, supporting sustainable practices through relevant investigations, and shifting research participants from the position of object to the position of subject through the implementation of qualitative methodology. The following section answers pertinent questions (8) about each of scholarly projects.

Summary of Research Projects

- Over-arching research objective: **To conduct consumer-based product development and evaluation studies focusing on nutrition security, food safety and security.**

- How do the scholarship projects fit with the research objective. **Nutrition security**. *Meeting the Calcium Needs of Americans* (MCNA) is a consumer-based food product development and evaluation project that promotes better understanding of the food product development issues of a subgroup of the population in terms of calcium nutriture (10-14).

Food safety. The food viscosity study (15-20) is a product evaluation study to help promote food safety within a fragile segment of the population and forms the foundation of subsequent intra-disciplinary studies.

Food security and Undergraduate Service Scholarship (USS). The food security and undergraduate service scholarship projects, which include undergraduate community-based research, are coupled (21-34). In this project, the principal investigator and student co-

investigators conduct food product development and evaluation studies to help to maximize the use of food resources of the local food bank.

- **Types of scholarship the project represents and Funding Sources:** As seen from Tables 2 and 3, each project incorporates a range of scholarship types and a different stage of the cognitive process. The funding sources include: 2 faculty research grants, an American Society of Quality grant, a Memphis Area Nutrition Council grant, transformation of departmental teaching resources into support for undergraduate service scholarship, and a revenue generating contract from the American Association for Family and Consumer Sciences.

- **Specifics of the Situations and the Contexts of the Activities:** The contexts in which the principal investigator (PI) and co-investigators conduct research and scholarship vary widely. The **nutrition security** project, MCNA, currently focusing on the calcium needs of African Americans, began with a literature search while the PI's conducted dissertation work. To date, investigators have conducted the project in a senior citizens' community center and at 2 sites of the local county health department's Supplemental Nutrition Program for Women, Infants, and Children (WIC).

The **food safety** project focusing in food viscosity emerged from the PI's background as a Qualified Mental Retardation Professional (QMRP), food science and technology professional, credentials and experience as a registered dietitian, and educational opportunities in engineering coupled with the needs of the co-investigators. The project integrates nursing homes administrators' need to improve control of fluid viscosity (e. g. thickness of beverages), the CSED faculty need for instrumentation and technical support, and the college of engineering faculty desire to participate in multidisciplinary research. The context of the research includes 2

local nursing homes, the CSED, and the mechanical engineering laboratory in the college of engineering.

The **food security and USS** project with the local food bank started with an inquiry for help from food bank administration that merged with the PI's experience as a graduate teaching associate in an undergraduate research course. To date, the investigators have conducted the research in CSED's food product development laboratory and at 2 local child care facilities. In addition to the course-based studies, recently the project expanded to include the CSED Undergraduate Research Society, which is open to all CSED majors. Moreover, the PI and student co-investigators are conducting a comprehensive review of undergraduate research literature as background work for investigating the undergraduate research activities in the disciplines of family and consumer sciences (FCS), dietetics, and hospitality. This project has a generativity framework that is expressed through mentoring students and promoting a broader perspective on scholarship. Through this project, the PI mentor's students in one of the most important mission of the university--to promote the generation of new knowledge.

- **The Choice of specific content and methodology. Nutrition security:** Though trained in quantitative methods, the PI studied and implemented qualitative focus group methodology for the MCNA project. After a literature review and discussions with other professionals, the question that emerged for the MCNA project was the need to better understand the nature of poor intake of milk and other calcium-containing foods among African Americans. Therefore, the PI revised a qualitative questionnaire for use with African American groups.

Food Safety: Propelled by professional experience with the dysphagia diet coupled with discussions with practitioners, and a literature review, the investigators hypothesized that the nature of the problem with attaining appropriate fluid viscosity for people on the dysphagia diet

was related to the subjective terminology implemented by allied health care professionals in charge of designing the treatment for swallowing disorders. Therefore, the project required the objective skills of engineering faculty and undergraduate engineering students coupled with the PI's skills as a food scientist and the skills registered dietitian research who specializes in geriatrics. The project included a community-based research question because the nursing homes' food and nutrition department had been cited by health care surveyors for inappropriately preparing the dysphagia diet prescription. Thus, the research team collected data at 2 nursing homes, a mechanical engineering laboratory, the CSED food product development and evaluation laboratory, and 2 health care training facilities. The methods included instrumentation evaluation, statistical process control techniques, and pretest-posttest training/evaluation procedures.

Food security and USS: The nature of the research question, to maximize the use of underutilized food resources of the local food bank, led to the use of product development and sensory evaluation methodology while employing action-based research. With an undergraduate teaching appointment, the PI has numerous opportunities to recruit and train undergraduate students as research co-investigators.

- **The outcomes in terms of learning by the audience**. (What the PI wants people to learn when they read this body of work.)

Nutrition Security

- To acknowledge the perspective on milk articulated by African American elderly and mothers with young children.
- To acknowledge that health care professionals may recommend dietary restrictions instead of dietary substitutions.

- To acknowledge that some mothers of young children may, unintentionally, place restrictions on the dietary uses of milk.

Food Safety

- To comprehend that the high probability that some fluid viscosities are a greater risk of being inappropriately prepared than other fluid viscosities.
- To comprehend that staff may need additional training on disease-state specific medical terminology.

Food Security and USS

- To acknowledge the quantity of product development research needed to address the food product development needs of food banks and other non-profit agencies.
- To comprehend the variety of research questions available from non-profit agencies.
- To acknowledge the achievements of CSED undergraduate students in the area of discipline-valued research.
- To analyze the potential for linking service-learning activities with community-based research.
- To evaluate the importance of developing an appropriate context in the classroom/laboratory in which to conduct undergraduate research.

- **The results of reflection-in-action in terms of unique and unexpected features encountered, adaptations made, inferences drawn, and lessons learned by the scholar.** Researchers must seek to answer research relevant questions based on relevant innovative strategies and the knowledge available. Community-based projects can be less expensive than university-based projects. Self-imposed, group support, religious dietary restrictions are dynamic. Professional disciplines may have myths that impact the professional judgment of

research and practitioners in practical ways. The definition of a problem in a for-profit organization may be significantly different from the definition employed by an academic researcher. The product development questions generated by non-profit organizations can be significantly different from those of the food industry. Being associated with a highly visible and valued organization of the community is beneficial. Cognitive processes supersede the scholarship process. And the preparation of written scholarly documents is a on-going career commitment that is best met with daily to weekly production goals. Finally, there is a fine line between isolation and solitude and an active scholarship life may help to keep both in a reasonable ratio.

Future Plans

In addition to continuing the current research interests, the PI has several plans related to research and scholarship objectives. With the most recent faculty research grant to study fluid viscosity, the PI has begun to build the analytical capacity for food product development and evaluation. Tenure would provide the PI with the professional support to lobby for more cross-disciplinary partnerships. In terms of the nutrition security project, the PI is a planning subsequent study based on recent findings. Finally, the PI continues an on-going commitment to engaging in action-based research efforts to support the application of student development theory in the classroom thus advancing effort to effectively implement undergraduate research and service-learning strategies into the classroom.

Table 2. Matrix of Research/Scholarship Projects and New Scholarship Paradigm

	Research/Discovery	Teaching	Service	Integration
Nutrition Security	**Qualitative study**	***Articulating the dynamic nature of food restrictions, especially due to group and contextual reasons.***	**Research methodology as an act of service (focus group discussion participants may learn from each other.)**	**The horizontal integration of food technology, product development, and nutritional science & education, and health promotion.**
Food Safety	**Statistical process control study**	**Use of training module in CSED 3502** ***Write a case study based on the project with additional references.***	**Service Learning project with undergraduate engineering student researchers**	**Training of paraprofessionals.** **Partnership with engineering faculty**
Food Security	**Product development and sensory evaluation projects with undergraduate researchers.** **Moderating a focus group discussion as a reflective process of service learning.**	**Mentoring of undergraduate researchers.** **Problem-based learning with a community setting.**	**Community based research.**	**The horizontal integration of problem based service learning and community based research.**
Undergraduate Service Scholarship	***Exploring the effectiveness of the Undergraduate Service Scholarship model through a program assessment study.*** **Emphasizing the individual voice and personal experiences in methodology.** **Seeking the community as a research context.**	**Undergraduate Research Group**	**Community based service learning**	***Evaluating the expressions of Re-CIPE in a non-academic setting.*** ***Development of public lectures articulating the values of RE-CIPE.***

***The times roman text are the nature of projects that I have explore. The *script text* are the nature of projects I am considering to explore.**

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Table 3. Overview of Dr. Terra L. Smith's Scholarship of Research /Discovery Scholarship Presented in a Cognitive Processing Framework

Scholarship Mission Statement	Within the framework of consumer science and education, promoting intellectual development (as a component of holistic development) among individuals (students and members of target audiences) and context (university and community) based product (teaching/learning; and foods research) development and evaluation conducted alone and with co-investigators (students, practitioners, interdisciplinary professionals, and community agents).			
Projects/ Cognitive Process	**Nutrition Security**	**Food Safety**	**Food Security**	**Undergraduate Service Scholarship**
Reflection/ Judgment-	2 Manuscripts (13, 10) Dissertation (10) Telephone Survey (proposed)	1 Manuscript (16) 2 Manuscripts in process (18, 35)	*JFCS* Editor requested a program assessment study. Promote service scholarship (34) Undergraduate researcher/ service posters (20-25, 36-39)	3 Manuscripts (29, 32, 40)
Insight/Concept	1 Grant (F) Dissertation (10) Evaluation of FG discussion	1 Manuscript (15) 1 Grant (F) Application to classroom instruction 2 Manuscripts in process (34, 35)	1 Manuscript (34) 2 Grants (F) Work with undergraduate researchers Focus groups Student research and service learning posters	1 Manuscript (29) Test diversity of teaching philosophies Instructional strategies
Experience	Dissertation Focus Groups Lit. Review	Qualified Mental Retardation Professional Qualifications Quality Control internship and course work Lit. Review Course Instruction	3 Manuscripts (29, 41, 42) Partnership with Food Bank Course instruction Professional Internship Thesis Lit. Review	4 Manuscripts (F) (43-45) 10 year mentoring exp. Writing group Course instruction Lit. Review; Manuscript in process (47)

F= Funded project.

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Making the Case of Service Scholarship

> One of the more successful efforts at grasping the sense of [the university idea] was made in 1906 by Lyman Abbott, an eminent liberal clergyman and editor of *Outlook*, an influential religious periodical of the era. Abbott decided that the best way to understand the American university was to contrast it with its English and German prototypes. The English university, he concluded, revolved around culture, the production of gentleman aristocrats. The German university found its life not so much in culture as such but in scholarship, in erudition, in the production of scholars. The American university, the symbol of which Abbott located in the new University of Chicago, he saw as a place where the emphasis was placed neither on culture nor scholarship but on ***service*** [emphasis added], on the preparation of young Americans for active lives of service. (1)

Introduction

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Margaret Mead

The generation that lines our corridors and fills our classrooms are called by some "Generation Nexters" (2). They are smart, savvy, and committed. And, they want to make a difference in our community. All they need is guidance and professors who are willing to share the responsibility and to empower them to explore ways of making intelligent contributions to our society. The Generation Nexters's commitment to contribute to our community needs can have a synergistic impact when coupled with the academic movements for curriculum-based service-learning opportunities (3) and problem-based learning strategies (4).

Service learning offers urban universities opportunities for leadership. These opportunities can set the urban university apart from land-grant universities and offer urban universities opportunities to become center pieces in meeting humanitarian needs effectively by wisely addressing societal needs in the context of large metropolitan areas. Professors have the opportunities to support hundreds even thousands of hours of service to the community by appropriately strengthening a curriculum with service-learning projects. Of course, in a context of publish or perish, faculty who participate in service learning or engaged scholarship (5) must

develop scholarly documents to describe and discuss the benefits of curriculum-based service learning projects to the university, and with this task Lynton's text, *Making the Case for Professional Scholarship* (6) offers assistance. Lynton outlines a framework for presenting service scholarship, and I implement this framework when discussing my partnership with a local food bank through the Undergraduate Service Scholarship (USS) project. In addition, because Lynton's framework for reporting service scholarship excludes the traditional types of faculty service, in the section entitled "The Rest of the Story", I discuss my advising and mentoring services, and department, college, university and professional service.

Case Study: Undergraduate Service Scholarship

Making the Case: What we did and why. The administration of The (Memphis) Food Bank (TFB) asked CSED faculty to help with maximizing the use of underutilized food resources. TFB is a non-profit agency that provides assistance to other non-profit community agencies that care for the needy and unfortunate in our community. TFB was started by the Metropolitan Inter-faith Association (MIFA) and now it is an independent agency with ties to MIFA. In order to better understand TFB's operations, during the summer of 1998, I spent several days with TFB staff riding on food distribution trucks, visiting food service operations that receive food stuffs from TFB, and touring food storage facilities. My contact person at TFB is the assistant director, who is also a CSED Advisory Council member. After I learned more about TFB operations, the assistant director and I discussed the types of services CSED students and I could provide to TFB, and the need I would have to document our accomplishments. Ultimately the benefits of our partnership are that students have real-life product development problems to address and actual menus to revise, and we are accommodating for the absence of a quantity foodservice production facility in which to instruct students.

The CSED students and I started out by developing recipes in CSED 4802, *Experimental Foods*, to maximize the use of bagels (7-11), then TFB administration asked us to explore the use of canned fluid infant formula as a 1:1 ratio substitute for fluid milk (12-14). We also explored incorporating leftover oatmeal into recipes (i.e., chocolate chip cookies). Due to student recommendations, the project expanded to CSED 2302, *Principles of Food Preparation*, with enrolled students serving as sensory evaluation panelists. (The University of Memphis's Institutional Review Board (IRB) approved our research protocol.) Due to requests from TFB administration to help with the foodservice operations, and after more insight on how to implement the new project goals, I expanded the project to CSED 3502, *Advanced Foods/Foodsystems* management, by converting a classroom based menu project into a service-learning menu project (15,16). Through the menu project CSED students have served teenage mothers, abused women (17), women and their children without homes, child care centers (18) men without homes (19), people in nursing homes, and the elderly at an adults day center. Recently, the students estimated their contribution hours to a facility at approximately 40 hours per student. To date, the estimated total contribution to our community is 1,440 hours of service.

Making the Case: Lessons Learned. I learned many lessons from this service project. In addition to developing the concept of a Service Scholarship Model (3) (see Figures 3 and 4), I learned that service is a powerful engine for scholarship. Thus, quite by surprise, I experienced The Great Didactic of Comenius (1562-1670) (20): "Let the main object be of this, our Didactic, be as follows: To seek and find a method by which teachers may teach less, but learners learn more." (21). In short, now I listen more, dialogue with students more, and lecture less. Starting with the original in-class project guidelines, through dialogue the students and I transform these guidelines to meet the needs of a particular facility (22). Thus, my pedagogy evolves because I

combine RE-CIPE pedagogical values (relationship, community, individual voice, personal experiences, and empowerment) (15) with problem-based learning (4), and undergraduate service scholarship (3). Though I had the building blocks in place to support the change, I realized the decentralization of the professor in the classroom with the coming forth of students because of the deep reflection afforded during a recent professional development leave (22). Though I desired this change, I was "blown away" by the actualization that exceeded all of my expectations. I attribute the significance of the change to students contributing more of their "personal universes" to the course. This was an awesome experience. The students also realized the difference. The change is heard in the responses of the students to the question "List three things about the class that is like other classes and three things about this class that is different from other classes." [Appendix excluded from publications due to limitation on the use of student information not collected for research purposes.] Recently, because of my work on the undergraduate service scholarship model (3), an editor of a major professional journal encouraged me to prepare "a research/evaluation" manuscript on my the Memphis Service Scholarship model.

Making the Case: Cultural Responsiveness. Cultural responsiveness is difficult to attain but it is not just the educator's concern; it is especially the concern of the entire university and the community. Though our CSED student population does not reflect the general Memphis population in many ways (i.e., ethnic ratios), nevertheless, it does reflect Memphis's extraordinary commitment to community service. Service learning allows students to transcend many social barriers to get through to the hearts and stomachs of residents. Thus, service learning helps students become more attuned to the needs of others. I especially hear these concerns during the focus group discussions that I moderate to help students reflect on their

service-learning experiences (22). Service learning helps to enhance sense of community because instead of the community waiting 4-5 years for a pay-off at graduation for the investment in students, the community can realize intermediate returns on their investment from residents seeking educational opportunities.

Making the Case: Outcomes. All students must have the opportunity to achieve. It is important for professors to mentor students to the point of achievement. To this end, I initiated an effort to include service-learning and engaged-scholarship projects in the Annual Student Research Forum. This past year, 4 CSED student service projects were featured in the forum (13-15, 18, 22).

Making the Case: How we share what we have learned and work samples and products.

I have several materials I can present as evidence for the project:

- CSED 3502 Reports
- CSED 3502 In-services
- CSED 3502 Abstracts and Presentations
- Papers published in professional peer-reviewed journals (3, 4, 15, 16, 23)
- CSED 4802 Final Reports
- CSED 4802 Abstracts and Presentations
- Funded research grants

Making the Case: Evaluations. The program is supported through the comments of the following:

- Agency managers
- Participating students
- Food Bank administration
- AAFCS accreditation team accommodation
- Funding groups and organizations
- CSED faculty
- Editors of professional journals (24)

Making the Case: Challenges for the Undergraduate Service Scholarship (USS) Program.

The real challenge for this program is implementing organizational change in the agencies we serve. To this end, I have been quietly asking to return to some facilities we have previously serviced.

Returning serves several purposes. In terms of the agency, a 3-year project cycle allows us to establish as rapport with agency management. We need rapport to investigate the nature of barriers to implementation of menu recommendations. Interestingly, when the project returns to a facility, the students have a former report that serves as a foundation for the new report. Returning also promotes peer-evaluation of previous reports on a facility. In addition, we are seeking external funding for the program.

The Rest of the Story

Advising/Mentoring. My advising assignment is for students majoring in Food Systems from whom I earn high ratings for my advising and mentoring services. Though greater than 80% of my course enrollment is represented by dietetics majors who are typically Caucasian, traditional college age, single female students; many of the food systems majors are minorities (male or African Americans), adult learners, transfer or returning students, and full-time employed with parental and spousal responsibilities. Food Systems majors take the general education courses, CSED core courses, the courses I teach in food science and foodservice management; in addition, they take courses in the College of Business. Food systems majors also are required to participate in professional food production and catering internships.

In addition to helping Food Systems majors address their academic planning needs, I mentor advisees to participate in professional organizations and to seek professional certification. To help with this effort, I advocate for student admission rates to the professional meetings, and I invite students to attend professional meetings with me. In terms of communication between advisees and me, I make efforts to keep a dialogue with students through e-mail, voice mail, office mailbox, office hours, and causal meetings. I encourage advisees to call me at home during the evenings and while on semester breaks. Moreover, I mentor both undergraduate and graduate dietetics majors and food

systems majors to participate in the Annual Student Research Forum. Finally, a group of CSED students and I recently started an undergraduate service association is open to all majors.

Department/College/University/Professional Service. As seen from my vitae [omitted], I have served on departmental, college, and university wide committees; especially noteworthy is my appointment to Center for Research in Educational Policy's (CREP) Research Advisory Council and my election to the Faculty Senate. In terms of professional service, for the past 5 years, I have been a member of the executive board of a regional section of a national organization, serving as both chair and secretary at selected times. Recently, I was invited to serve on the executive board of another regional professional organization of a national association. In addition, I am a member of several professional organizations and regularly attend and present at professional conferences.

Conclusions

Service scholarship is highly appropriate for a university with an urban mission. Service scholarship offers the community, to borrow a phase from one commentator, "tangible--quick win progress". Departmental, college, university, professional, and community service is the buoyancy of academic life. It holds us up. It asks us to seek a meaningful existence even as we seek the life of the mind.

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Concluding Statement:
The Scholarship of Integration

Upon this age, that never speaks its mind
This furtive age, this age endowed with power
To wake the moon with footsteps, fit an oar
Into the rowlocks of the wind, and find
What swims before his prow, what swirls behind
Upon this gifted age, in its dark hour,
Falls from the sky a meteoric shower
Of facts. . .they lie unquestioned, uncombined. [emphasis added]

Many scholars addressing promotion and tenure differentiate the processes. The former is based on works completed; the latter on future professional activities. Therefore, if I earn tenure, what will I do for the next 40 years? The above stanza from a sonnet by Edna St. Vincent Millay (1), is said to pose the question of the integration (2) of facts into knowledge and of knowledge into wisdom. The poet continues…..

Wisdom enough to leech us of our ill
Is daily spun, but there exists no loom
To weave it into fabric [emphasis added]

The scholarship of the 21st century is the scholarship of questioning and combining facts into knowledge or the scholarship of integration. And this is the scholarship I desire to make significant contributions to during my lifetime. I have equipped myself for this odyssey. My academic degrees are interdisciplinary, intra-disciplinary, and applied. I integrate of many voices into my pedagogy and andragogy. I implement multidisciplinary and intra-disciplinary approaches to research questions. I combine teaching and research into service scholarship. In addition, Emeritus Dean Beverly Crabtree eloquently reminds us that family and consumer sciences is the only discipline with an "integrative focus on individuals, families, consumers, and communities" (3).

In the future, I seek to weave facts into a tapestry of knowing. My function as an academic is to seek the life of the mind and to seek out and integrate knowledge into the disciplines of family and consumer sciences, food science and technology, dietetics, and hospitality. My goal is to present the results of this scholarship to the public, practitioners, and academicians through valued venues. Thus, my quest is to value opportunities to construct scholarship that leads to meaningful dialogues with persons, professions, organizations, and communities that support good intellect, good actions, and good relations.

Afterthought: Waiting to Exhale

I submitted my tenure and promotion dossier of September 3, 2002, my 40th birthday. By October I had received the report from the department chair announcing that I have received a unanimous positive vote from the department. Though the verbal policy has been for the college to notify the candidate of the vote prior to the end of December, it slowly dawned on my that I would have to wait until late January or early February for the next official notification of the process. Since I had decided that I would not allow myself to speculate on the nature of the votes, I suspended myself in the reality of not knowing. The not knowing extended and deepened a reflective state that characterized my tenure and promotion process. While I waited, I was asked to consider my annual professional development plans. I considered, how can I make this into a task that acknowledges my state of not knowing? To do so, I needed to see the project as one that would address professional objectives that transcend the university setting and embraces other possible employment settings or even the meaning of my mission irrespective of employment context. The challenge is formidable but intriguing. I now am considering

the universal aspects to my work—the beginnings of a dialogue of vocation, I guess. And once again the process of tenure and promotion has spoken to my about one of its "troths."

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